



Class Information

Day and Time: David Brooks

Room Number: E201

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: [MW 12:30 – 2:30](#)

Course Description and Prerequisites

A study of the books of Genesis through Esther, with an emphasis on the interpretive problems of the Pentateuch and the tracing of God's providential dealings with his people Israel from the time of the patriarchs to Israel's return after the Babylonian exile.

Course Objectives

Upon completion of the course you should be able to:

- A. Locate on a timeline the OT books and the major OT events and characters;
- B. Locate the major regions, topographical features, countries, bodies of water, and cities on maps of Israel and the ancient Near East;
- C. Identify and describe prominent biblical characters and events;
- D. Describe the occasion (background and purpose), theme, genres, and structure of each book;
- E. Explain how each book fits into the historical context of its location on the OT timeline and in the history of redemption (this class considers Luke 24:27, 44-45; John 5:39 fundamental to understanding the OT)
- F. Identify and describe the basic interpretative and critical issues, including composition and date, in the books; and
- G. Apply biblical principles from the OT to contemporary situations.

Required Textbooks

- A. The Holy Bible. **Yes, bring a Bible to class!** Bring a version of your choice.
- B. Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 4th ed. Grand Rapids: Zondervan Academic, 2024. (ISBN 978-0310119562)

Required Viewing (On the book list this is listed as required, but since it is available in the library, purchasing it is not required.)

Hill, Andrew E., and John H. Walton. *Survey of the Old Testament Video Lectures: A Complete Course for the Beginner*. Grand Rapids, MI: Zondervan, 2016. (ASIN: 310525373)

Course Requirements and Assignments

- A. **3 exams.** The exams come from the lectures and notes (**not the textbook**) and are in multiple-choice, true-false, and matching format. There is also a listing question. You have access to the tests on Canvas through your student portal. Tests are late after 12:00 midnight at the end of the due date. You are permitted 60 minutes for each one. Late assignments lose 5 points per day for one week for 7 days (including weekends), after which (on day 8) a grade of zero is given. They are **not open-book or open-notes exams**:
1. Canon, geography, history, Genesis
 2. Exodus through Judges
 3. Ruth through Esther
- B. **Quizzes.** There are eleven **open-book quizzes** with ten or eleven multiple-choice and true-false questions, based on the reading from the textbook by Hill and Walton. The lowest quiz score will be dropped when calculating your average score. The quizzes will be taken on your student portal on Canvas, are limited to 10 minutes length from the time you open them, and are due by 12:00 midnight at the end of the scheduled date. Late assignments lose 5 points per day for one week for 7 days (including weekends), after which (on day 8) a grade of zero is given. See the Course Outline/Calendar below for due dates and which textbook chapters are on each quiz.
- C. **Bible Reading.** Read Genesis through Esther in a version of your choice and report the reading on the Bible Reading Log Sheet distributed in class and available on Canvas. If undistracted this reading takes approximately 25 hours. Approximately four chapters make one percent of the assignment. You may read this in a language other than English.
- D. **Reading Hill and Walton.** Read pages 21-369 and report the reading on the Textbook Reading Log Sheet distributed in class and available on Canvas.
- E. **Listening to Hill and Walton.** Watch 10 of the first 19 lectures in the video series *A Survey of the Old Testament: Video Lectures* and write one paragraph about what you learned from each of the 10. Each paragraph must be at least 100 words.
- F. **Class participation.** This involves attendance and involvement in class activities.
- G. **Old Testament Applications.** Write 100 practical applications from the books Genesis through Esther. Here are considerations to observe:
- An application answers the questions, “What am I supposed to do or think because of this passage?”

- Take the theological difference between the Mosaic Covenant and the New Covenant into account. For example, we don't make sacrificial offerings on an altar under the New Covenant and it's okay to work on Saturday. So, look for the principle behind the law. The principle of the whole burnt offering is commitment to the Lord—how might that apply? One idea of the Sabbath was to be a day of rest for the children and servants (if a family had them), and even animals. An application could be to be sure not to deprive others of rest when we take it easy.
- Realize most content of these books is history, therefore descriptive rather than prescriptive. E.g., Samson's going to a prostitute or Judah's physical relations with Tamar are not something we should imitate. We are not expected to cross the Jordan River (though, if you find yourself in the river, it would be wise to get to land) or construct walls at Jerusalem. In cases like these two, we again look for the principle lying behind the historical command or action. E.g., move ahead to where God calls us to go even when it looks formidable, reconstruct something that has deteriorated if it furthers the testimony of the Lord or helps God's people.
- Make at least five applications from each book but no more than ten. Write only 100 applications. The average will be six per book.
- Each application must be in just one sentence. No sentence should be longer than 35 words. The ideal sentence is supposedly 25-35 words. Many applications will probably be less than 25 words.
- Proper grammar, syntax, spelling, and punctuation is expected.

Late assignments lose 5 points per day for one week for 7 days (including weekends), after which (on day 8) a grade of zero is given.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.

- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

Students needing assistance with Canvas should contact the Canvas Help Support line at 844-358-6140. Tech support is available at this number, twenty-four hours a day.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or

course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour
Weight of grading:		
1. Tests		40%
2. Quizzes		20%
3. Bible Reading		8%
4. Hill & Walton reading		7%
5. Hill & Walton videos		5%
6. OT Applications		10%
7. Class participation		10%
Total		100%

If technological problems prevent you from completing an assignment, please tell the professor as soon as possible. Grades are not penalized for technological problems beyond your control.

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

(Instructors may use, modify or replace these guidelines as appropriate for their course.)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library’s databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Class	Date	Activity	Assignment Due
1	Aug 18	Syllabus, introduction	HW = Hill and Walton textbook
2	Aug 20	History	
3	Aug 25	Canon	HW quiz: Intro to the Pentateuch
4	Aug 27	Geography	
	Sept 1	Labor Day—no classes meet	
5	Sept 3	Genesis	HW quiz: Genesis
6	Sept 8	Genesis	
7	Sept 10	Genesis	
8	Sept 15	Exodus	Test 1 due (Canon geography, history, Genesis)
9	Sept 17	Exodus	HW quiz: Exodus
10	Sept 22	Exodus	
11	Sept 24	Leviticus	HW quiz: Leviticus
12	Sept 29	Leviticus	
13	Oct 1	Numbers	<u>HW quiz: Numbers</u>
14	Oct 6	Numbers	
15	Oct 8	Deuteronomy	
16-17	Oct 13- 17	Student Development Week—no classes meet	
18	Oct 20	Joshua	<u>HW quiz: Joshua</u>
19	Oct 22	Judges	
20	Oct 27	Judges	<u>HW quiz: Judges</u>
21	Oct 29	Ruth	
22	Nov 3	Samuel	Test 2 due (Exodus – Judges)
23	Nov 5	Samuel	HW quiz: 1 – 2 Samuel
24	Nov 10	Samuel	
25	Nov 12	Kings	HW quiz: 1 – 2 Kings

Class	Date	Activity	Assignment Due
26	Nov 17	Kings	
27	Nov 19	Chronicles	HW quiz: 1 – 2 Chronicles
Nov 24 – 28 Fall Break and Thanksgiving Holiday			
28	Dec 1	Ezra	Video report
29	Dec 3	Nehemiah	HW quiz: Ezra – Nehemiah
30	Dec 8	Esther	Hill & Walton reading report; applications
	Dec 10	Final exam	Final exam (Ruth – Esther); Bible reading report

Selected Bibliography

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- Arnold, Bill T., and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. 2d edition. Encountering Biblical Studies, edited by Eugene H. Merrill and Walter A. Elwell. Grand Rapids, MI: Baker, 2008.
- Beitzel, Barry. *The New Moody Atlas of the Bible*. Chicago: Moody, 2009.
- Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: Oxford University Press, 2006.
- Copan, Paul. *Is God a Moral Monster: Making Sense of the Old Testament God*. Grand Rapids, MI: Baker, 2011
- Gower, Ralph. *The New Manners and Customs of Bible Times*. 2d ed. Chicago: Moody, 2005.
- Hamilton, Victor. *Handbook on the Pentateuch*. 2d ed. Grand Rapids: Baker Academic, 2005.
- Harrison, Roland K. *Introduction to the Old Testament*. 2d ed. Peabody, MA: Hendrickson, 2004.
- Hoerth, Alfred J., Gerald L. Mattingly, and Edwin M. Yamauchi, eds. *Peoples of the Old Testament World*. Grand Rapids, MI: Baker, 1999.
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- Kaiser, Walter C. *A History of Israel: From the Bronze Age through the Jewish Wars*. Nashville: Broadman & Holman, 1998.
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Schultz, Samuel J. *The Old Testament Speaks*. 5d edition. New York: HarperOne, 1999.

Wegner, Paul D. *The Journey from Texts to Translations: The Origin and Development of the Bible*. Grand Rapids, MI: Baker Academic, 1999.

Wood, Leon. *A Survey of Israel's History*. 2d edition. Grand Rapids: Zondervan, 1986.

Yamauchi, Edwin M. *Persia and the Bible*. Grand Rapids: Baker Academic, 1990.

Young, Edward J. *An Introduction to the Old Testament*. 2d edition. Grand Rapids: Eerdmans, 1964.